

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2015 AUG 19 PM 1:28</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div>
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Laredo Independent School District	240901	Cigarroa HS/003	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	1	28	0575706400000
Mailing address		City	State ZIP Code
1702 Houston St.		Laredo	TX 78040-4951

Primary Contact

First name	M.I.	Last name	Title
Laura		Flores	Principal
Telephone #	Email address		FAX #
956-273-6800	lflores@laredoisd.org		

Secondary Contact

First name	M.I.	Last name	Title
Oscar		Perez	Director for Secondary Ed.
Telephone #	Email address		FAX #
956-273-1742	operez@laredoisd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Marcus		Nelson	Superintendent of Schools
Telephone #	Email address		FAX #
956-273-1401	mnelson@laredoisd.org		
Signature (blue ink preferred)		Date signed	

8-18-15

Only the legally responsible party may sign this application.

701-15-107-004

Schedule #1—General Information (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.

- iii. Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. Deliver comprehensive instructional reform strategies.
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increase learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
 - (B) Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. In doing so, the LEA/campus will implement the following:

8.
 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.
 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance.

Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

- 9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
10. 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area
 - (C) Non-academic supports for students
 - (D) Family and community engagement

The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	<ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the closure model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a Rural LEA applicant may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met through the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dr. Leonides G. Cigarroa High School's Leadership Team has opted to partner with MDRC – Small Schools of Choice Model Developer to implement the **Whole-School Reform** that is evidenced-based supported by multiple empirical studies that demonstrate efficacy and align to federal and state standards, district goals, instructional pedagogies, whole-school reform initiatives, program-specific provisions, assurances, and statutory requirements.

Cigarroa High School's Leadership Team understands that closing the achievement gap is about closing the design gap. Research shows that schools receiving direct support with evidenced-based scientific research models demonstrate efficacy. Therefore, in a comprehensive effort to improve and achieve foundational elements of school reform relating to higher educator effectiveness and expectations in teaching, learning, leadership, support of innovative practices, and establishing rigorous academic and behavioral standards for students the school leadership team has decided to partner with MDRC – Small Schools of Choice Model Developer and other partners including Regional Education Service Centers (ESC's), Southern Regional Education Board (SREB) and AVID Secondary.

In doing so, Cigarroa High School will receive professional development support focused on practices that have proven effective in increasing student engagement and academic achievement. Cigarroa High School's Leadership Team is committed to change staffing in order to make the needed changes necessary for improved academic achievement of all groups of students and improve other non-academic system supports as well. The School's Leadership Team has identified the urgent need for systemic change that will build organizational capacity and create greater operational flexibility and opportunities for sustained reform. In addition, the Leadership Team has identified accelerated achievement and whole-school reform as key elements to impacting and creating an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals.

MDRC - Small Schools of Choice Model Developer will be the model developer that Cigarroa High School will partner with in implementing whole-school reform. In addition, other partners are an integral part of the small schools of choice whole-school reform initiative and include the Southern Regional Education Board (SREB), Regional Education Service Centers (ESC), and AVID.

Model Developer:

MDRC – Small Schools of Choice finds comprehensive solutions to difficult problems facing school districts around the country — their focus ranges from reducing poverty and economic self-sufficiency to improving school reform efforts. MDRC designs holistic interventions, analyzes programs as they currently exist applying scientifically based research, and provide technical assistance that builds organizational capacity and education of scale. MDRC's main goal is to impact the lives of economically disadvantaged youth, and their families. The findings are presented in the publication, *Transforming the High School Experience — How New York City's New Small Schools Are Boosting Student Achievement and Graduation Rates*, available at www.mdrc.org as demonstrated on pg. 62.

Other Partners:

Southern Regional Education Board works with 16 member states to improve public education at every level, from pre-K through Ph.D. Students have significantly higher achievement in mathematics, reading and science at high schools that have implemented the a whole-school reform approach than do similar students at schools that have not, regardless of students' ethnicity or level of parents' education. In addition, the SREB *High Schools That Work (HSTW)* is complimentary to the Small Schools of Choice Model. The findings are presented in the HSTW publication, *High School Reform Works — When Implemented: A Comparative Study of High- and Low-implementation Schools*, available at www.sreb.org. Due to a long-standing relationship with the Texas Education Agency and Laredo Independent School

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District, the Southern Regional Education Board (SREB), agrees to support Cigarroa High School as a collaborative partner for whole-school reform using the MDRC – Small Schools of Choice Model to implement the whole-school reform initiatives. SREB has supported Cigarroa High School with specific professional development support in the past and welcomes the opportunity to work as a part of whole-school reform initiative. The SREB High Schools That Work Career Academies design is unique in that it addresses both academics and technical instruction while also developing instructional leadership capacity.

AVID Secondary is complementary to the Small Schools of Choice Model that impacts an entire campus or district by creating a college-going culture that increases the number of students who enroll and succeed in higher education and beyond. **AVID's** proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of *Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn*. available at www.avid.org

Regional Education Service Centers – are complementary to the MDRC Small Schools of Choice Model providing guidance and professional development opportunities in applying the Small Schools of Choice Model in professional learning communities for our administrators and teachers.

Dr. Leonides G. Cigarroa High School Background:

Despite inherent obstacles that face our border community, Laredo Independent School District (LISD) has long sought opportunities using evidenced-based research supported by multiple empirical studies that demonstrate efficacy and align to federal and state standards, district goals, instructional pedagogies, school improvement initiatives that increase educator effectiveness through adoption and implementation of innovative practices and programs to create a synergetic environment conducive of providing our students college and career readiness choices, provide educators opportunities to succeed in their careers and provide a strong focus on whole-school reform initiatives within the organizational structure. Using the resources allocated and applying the targeted funding will address specific rigorous, transparent, and equitable evaluation systems for teachers and principals and focus on campus needs that make significant gains in student academic achievement. This summary provides highlights of the Dr. Leonides G. Cigarroa High School background information, key areas for growth as per the Comprehensive Needs Assessment (CNA), Campus Improvement Plan, a summary of the proposed MDRC Small Schools of Choice Model and a more detailed Whole-School Reform framework.

Demographics: Serving 1,386 students in Laredo, Texas, Dr. Leonides G. Cigarroa High School is unique demographically, geographically and academically. Dr. Leonides G. Cigarroa High School is an integral part of a rapidly growing community on the Texas/Mexican border, where overall 99.5% of the student population is Hispanic, and 26.6% are English Language Learners (ELL). 65.9% are considered at-risk, and 99.4% are economically disadvantaged. Although, Cigarroa High School is still struggling with STAAR assessment results and college readiness indicators, the last three years have brought moderate gains in student achievement. Under the direction of school leadership teams and the current principal, Cigarroa High School has been working on improving in terms of overall student academic achievement, student welfare, behavior, and parental involvement: Students passing all state assessments and lowering grade level retention, increasing attendance, increasing graduation rates, and reducing drop-out rates.

Whole-School Reform Framework:

During the Implementation of the MDRC Small Schools of Choice Model the Dr. Leonides G. Cigarroa High School Team in partnership with MDRC Small Schools of Choice Model, Regional Education Service Centers (ESC's), Southern Regional Education Board (SREB) and AVID Secondary will: (a) Use quality data to identify and implement an instructional vision that is research-based and vertically aligned from one grade to the next as well as aligned with academic standards; (b) Promote continuous use of student data (such as from formative, interim, and summative assessments) to inform and individualize instruction that meet the academic needs of individual students; (c) Increase learning time, create personal learning communities, and creating community-oriented schools; (d) Establish schedules and strategies that provide increased learning time; (e) Provide ongoing mechanisms for family and community engagement while providing operational flexibility and sustained support; (f) Institute a system for measuring changes in instructional practices resulting from professional development and professional learning communities; (g) Allow for periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (h) Implements a school wide "response-to-intervention" model and a positive behavioral intervention system (PBIS); (i) Provide additional non-academic supports for students and professional development to teachers and principals that implement effective strategies to support students with disabilities in the least restrictive environment and ensures limited English proficient students acquire language skills to master academic content; and (j) Use and integrate technology-based supports and interventions as an integral part of the MDRC Small Schools of Choice Model.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$1,136,000	\$	\$	\$1,326,500	\$	\$1,357,500	\$	\$1,375,500	\$	\$1,393,500	\$	\$6,589,000
#8-Professional and Contracted Services	6200	\$342,385	\$	\$56,086	\$437,265	\$	\$443,769	\$	\$437,269	\$	\$437,269	\$	\$2,154,043
#9-Supplies and Materials	6300	\$133,359	\$	\$	\$114,265	\$	\$78,711	\$	\$67,601	\$	\$71,061	\$	\$464,997
#10-Other Operating Costs	6400	\$45,500	\$	\$	\$75,300	\$	\$73,350	\$	\$72,960	\$	\$71,500	\$	\$338,610
#11-Capital Outlay	6600/ 15XX	\$286,670	\$	\$	\$46,670	\$	\$46,670	\$	\$46,670	\$	\$26,670	\$	\$453,350

Consolidate Administrative Funds ☐ Yes ☒ No

4.151% indirect costs (see note):	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):	\$1,943,914	\$	\$56,086	\$2,000,000	\$	\$2,000,000	\$	\$2,000,000	\$	\$2,000,000	\$	\$	\$10,000,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$10,000,000
Percentage limit on administrative costs established for the program (5%):	x .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$500,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	5		\$250,000	\$	\$255,000	\$260,000	\$265,000	\$270,000	\$1,300,000
2 Educational aide	3		\$60,000	\$	\$65,000	\$70,000	\$75,000	\$80,000	\$350,000
3 Tutor	10		\$100,000	\$	\$110,000	\$120,000	\$125,000	\$130,000	\$585,000
Program Management and Administration									
4 Grant Coordinators	2		\$130,000	\$0	\$133,000	\$136,000	\$139,000	\$142,000	\$680,000
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Title			\$	\$	\$	\$	\$	\$	\$
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Title			\$	\$	\$	\$	\$	\$	\$
11 Title			\$	\$	\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$540,000	\$0	\$563,000	\$586,000	\$604,000	\$622,000	\$2,915,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112	Substitute pay - Substitute pay for job-embedded trainings for teachers (amounts based on district rates; minimum 24 days)		\$6,500	\$	\$21,000	\$29,000	\$29,000	\$29,000	\$114,500
15 6119	Professional staff extra-duty pay - Teacher pay for 20 teachers for extended day and year instruction (\$33.00/hr. X 4 hrs. x 20 x 75 days = \$198,000.00) per year 2-5, Year 1 is for extended summer, planning, and implementation as per district policy, curriculum creation and review after hours		\$48,000	\$	\$198,000	\$198,000	\$198,000	\$198,000	\$840,000
16 6121	Support staff extra-duty pay - Staff pay for increased learning, extended day including		\$3,500	\$	\$6,500	\$6,500	\$6,500	\$6,500	\$29,500

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		office, custodial, and cafeteria support for extended day and year (hourly pay and number of staff may vary, with amounts based on district rates)												
17	6140	Employee benefits - TRS and other deductions Included as part of Extra-duty Pay	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
18	61XX	Tuition remission (IHEs only)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
19	61XX	1. Incentive Pay - Enhanced teacher appraisal system yearly stipends throughout the term of the grant in the amount of \$2,500.00/year. x 96 x 5yrs. = \$1,200,000; Stipend for 30 para professional staff and 15 support staff \$1,000 x 45 x 5yrs. = \$225,000.00.	\$285,000	\$	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000	\$1,425,000
20	61XX	2. Principals and Asst. Principals - Incentive for meeting Performance Benchmarks (e.g. Meet CPI & EOY) in the amount of \$3,000 x 6 = \$18,000.00)	\$18,000	\$	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$90,000
21	61XX	3. Recruitment, Retention, and Notification Pay - recruitment \$3,000 sign-on bonus -for early, new hires x 10 = \$30,000.00; retention - \$2,000 for returning teachers 90 = 180,000.00; Notification Incentive - \$2,500.00 for resignation/retirement x 10 = \$25,000.00	\$235,000	\$	\$235,000	\$235,000	\$235,000	\$235,000	\$235,000	\$235,000	\$235,000	\$235,000	\$235,000	\$1,175,000
23		Subtotal substitute, extra-duty, benefits costs	\$596,000	\$	\$763,500	\$771,500	\$771,500	\$771,500	\$771,500	\$771,500	\$771,500	\$771,500	\$771,500	\$3,674,000
24		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$1,136,000	\$	\$1,326,500	\$1,357,500	\$1,375,500	\$1,393,500	\$1,393,500	\$1,393,500	\$1,393,500	\$1,393,500	\$1,393,500	\$6,589,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Region I TEEM services – Research-Based instructional strategies and best practices based on MDRC Small Schools of Choice	<input type="checkbox"/>	\$8,633	\$	\$10,267	\$10,267	\$10,267	\$10,267	\$49,701
2	ESC - Mathematics; Benchmark Assessments /To improve teacher quality 2 day PLD	<input type="checkbox"/>	\$5,167	\$	\$5,167	\$5,167	\$5,167	\$5,167	\$23,835
3	ESC - Science; Benchmark Assessments /To improve teacher quality 2 day PLD	<input type="checkbox"/>	\$5,167	\$	\$5,167	\$5,167	\$5,167	\$5,167	\$23,835
4	ESC - Reading ELA; Benchmark Assessments /To improve teacher quality 2 day PLD	<input type="checkbox"/>	\$5,167	\$	\$5,167	\$5,167	\$5,167	\$5,167	\$23,835
5	ESC - Bilingual ESL/To improve teacher quality	<input type="checkbox"/>	\$3,167	\$	\$3,167	\$3,167	\$3,167	\$3,167	\$15,835
6	ESC - Special Education/To improve teacher quality	<input type="checkbox"/>	\$3,167	\$	\$3,167	\$3,167	\$3,167	\$3,167	\$15,835
7	ESC - Social Studies; Benchmark Assessments /To improve teacher quality 2 Day PLD	<input type="checkbox"/>	\$5,167	\$	\$5,167	\$5,167	\$5,167	\$5,167	\$23,835
8	MDRC – Small Schools of Choice Model – Strategies to reduce teacher load and provide common planning time; promotion of strong and sustainable student/teacher relationships; Southern Regional Education Board & AVID Secondary – Small Schools of Choice, High Schools That Work Academic and Career Academies includes: School Culture/Improvements to School Climate/Team Work. SREB - High Schools That Work & AVID	<input checked="" type="checkbox"/>	\$281,250	\$52,086	\$324,996	\$331,500	\$325,000	\$325,000	\$1,639,832

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2015–2020 Texas Title I Priority Schools, Cycle 4

Secondary – Includes On-site support 40 days per year; TA 10 days per year; Literacy Workshop 12 days per year; Leadership Module #1 4 days per year; 24 days Job-embedded training; Assessment). 6 days X \$8,681.00 per diem = \$52,086.00 for year 1; 90 days X \$3,125.00 per diem = \$281,250.00 for year 1. For year 2 – 53 days X \$6,132.00 per diem = \$324,996.00. For year 3 – 51 days X \$6,500.00 per diem = \$331,500.00. For year 4 – 50 days X \$6,500.00 per diem = \$325,000.00. For year 5 – 50 days X \$6,500.00 per diem = \$325,000.00									
9	<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	\$
10	<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	\$
11	<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	\$
12	<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:									
a. Subtotal of professional and contracted services requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:		\$316,885	\$56,086	\$362,265	\$368,769	\$362,269	\$362,269	\$362,269	\$1,828,543
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total									
		\$342,385	\$56,086	\$437,265	\$443,769	\$437,269	\$437,269	\$437,269	\$2,154,043

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399				\$							
				\$							
				\$							
				\$							
				\$							
6399		Technology software—Not capitalized - Language Learning Software Licenses w/headsets – Teachers, Parents, and Students			\$88,000	\$	\$	\$	\$	\$	\$88,000
6399		Technology software—Not capitalized - Language Learning Software Licenses (Renewal) – Teachers, Parents, and Students			\$	\$	\$59,200	\$59,200	\$59,200	\$59,200	\$236,800
6399		Supplies and materials associated with advisory council or committee			\$	\$	\$	\$	\$	\$	\$
		Subtotal supplies and materials requiring specific approval:			\$	\$	\$	\$	\$	\$	\$
		Remaining 6300—Supplies and materials that do not require specific approval:			\$45,359	\$	\$55,065	\$19,511	\$8,401	\$11,861	\$140,197
		Grand total:			\$133,359	\$	\$114,265	\$78,711	\$67,601	\$71,061	\$464,997

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 1 Pre- Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations.	\$40,000	\$	\$60,000	\$60,000	\$60,000	\$60,000	\$280,000
	Specific purpose: Educational Instructional Enrichment and Career Academies including Science, Math, Reading/ELA, Social Studies, Engineering, Health, Fine Arts, and Technology – Including but not limited to museum visits, College Campus Visits, (Ex. Science Museum), College campus visits and Career Readiness (8 th) to UT, A&M, and other universities locally, and Student Leadership Conferences for 700 students during the course of the grant period to increase student academic achievement.							
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$2,000	\$	\$5,000	\$5,000	\$5,000	\$5,000	\$22,000
	Specify purpose: For Parental/Community Involvement							
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$42,000		\$65,000	\$65,000	\$65,000	\$65,000	\$302,000
Remaining 6400—Other operating costs that do not require specific approval:		\$3,500	\$	\$10,300	\$8,350	\$7,960	\$6,500	\$36,610
Grand total:		\$45,500	\$	\$75,300	\$73,350	\$72,960	\$71,500	\$338,610

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2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1	Reference Materials/Periodicals/Audio Books/Instructional Based Videos/eBooks/Professional Reference Material Library Books – Fiction/Non-Fiction	N/A	N/A	\$46,670	\$	\$46,670	\$46,670	\$46,670	\$26,670	\$213,350
66XX/15XX—Technology hardware, capitalized										
2	Touchpads and Storage Cabinets (classroom sets 30 each) for Career Academy, and Career Technology Education teachers – Robotics, Oil and Gas Production, Auto Mechanics, Agriculture.	150	\$1,000	\$150,000	\$	\$	\$	\$	\$	\$150,000
3	Touchpads and Storage Cabinets (classroom sets 30 each) for core academic area teachers – ELA, Math, Science, S.S. and Engineering Sciences	90	\$1,000	\$90,000	\$	\$	\$	\$	\$	\$90,000
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
9			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
12			\$	\$	\$	\$	\$	\$	\$	\$
Grand total:				\$286,670	\$	\$46,670	\$46,670	\$46,670	\$26,670	\$453,350

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2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 240901		Amendment # (for amendments only):	
Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	1,386		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	4	.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	1,379	99.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	3	.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian/Native American	DNA	DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	1,378	99.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	361	26.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	41	2.96%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	1,470		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	295		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	13		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	21		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	114		2014-2015 PEIMS report #425; code #C164
Attendance rate		94.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		2.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		85.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	122	31%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	663	45%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		46.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		2.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	16.4		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1,198		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		68.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo Independent School District is an inner city K-12 district in the heart of Webb County, Texas serving over 24,600 students from severely impoverished homes (24,175 or 97.5% economically disadvantaged), is impacted by Spanish as their first language youth (14,575 or 58.8% ELL), sees daily exposure to narcotic trafficking activity, high mobility rates, and parents with little or no education (18,194 or 73.4% At-Risk). As the 2011 census poverty data indicates, 12,323 or 56.69% of children from families with incomes below poverty line. 93.82% of children receive free/reduced lunch are at our high need schools. Based on this data there is a strong need to provide students with behavioral mental health and social services with a bilingual/bicultural element of literacy that is key to the transformation goals and objectives.

Laredo, Texas is linked geographically/culturally with Mexico, located in the nation's most remote and rural Mexican border regions (Webb County) and is positioned over 150 miles from the nearest urban area where our students live in one of the ten poorest counties in the state and have extremely limited opportunities for mental health screening and services in and outside the school setting. Webb County is a designated Mental Health Care, Health Professional Shortage Area (HPSA). The physical, psychological, and emotional effects of daily exposure to violence creates an atmosphere of acceptable behaviors among youth in our community and our youth are faced with traumatic childhood experiences including drug abuse, bullying, domestic violence, homelessness, border violence, and living below poverty levels. 73.4% are at risk and many are limited-English proficient, pregnant or are parents, been retained one or more grade levels, are homeless, have had District Alternative Education or Juvenile Justice Alternative Education Placements (DAEP/JJAEP), and have non-mastery of state assessments.

Areas of Growth: Despite minor improvements, Dr. Leonides G. Cigarroa High School has many urgent and significant challenges in its mission to deliver a high quality education to all students, including addressing:

- Subpopulations: The performance gaps between regular and special education students is more than 30%, and for ELL's it is nearly 25%. The 9th grade was identified as a key year for influencing student achievement and success throughout middle school, in agreement with research findings.
- School culture and experiences: 60 of 96 teachers view attendance as a major problem facing the school; 2/10 students admit to regular skipping. Parents and students view their campus culture and school reputation as areas in need of improvement.
- Parental and community involvement Only 10% of parents agreed that school communication with parents/guardians regularly participate in campus activities; the CNA indicated 45% of parents are interested in doing so, suggesting communication processes are insufficient.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	136.7		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	96.2	70.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	19.5	14.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	6	4.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	15	11.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	2.3	2.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	89.8	93.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	3.1	3.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers/American Indian	1	1.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3	3.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	15	15.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	21.5	22.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	28.7	29.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	27.9	29.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	42,689		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	44,866		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	46,361		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	49,995		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	58,993		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	13.7	10.02%	2013 – 2014 Edureport Snapshot
Staff with Bachelor's degree as highest level attained	86	62.91%	2013 – 2014 Edureport Snapshot
Staff with Master's degree as highest level attained	36	26.34%	2013 – 2014 Edureport Snapshot
Staff with Doctoral degree as highest level attained	1	.73%	2013 – 2014 Edureport Snapshot

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff Tenure: 56.6% of teachers have over 11 years experience with 27.9% over 20 years. Given these factors retention has been rather significant, yet concerns exist in the idea that entrenched teachers instructional quality has declined and recruitment of qualified teachers in the future may be somewhat difficult to absorb given the percentage of teachers with over 11 years experience. Additionally, shortages in Math and Science are of great concern given the teacher tenure and retention ratios.

School Culture and Climate: Data was collected from surveys, focus groups, and interviews with students, parents, teachers, and administrators. The data results revealed general school perceptions that was merged and analyzed with the demographics and student achievement data painting a snapshot of influences on a students' education. The data analysis found that students perceive low achievement as an acceptable practice. Based on student and teacher focus groups and interviews the data suggested that the academic and discipline structures in place are effective, but not consistent.

Staff Quality, Recruitment, and Retention: Teacher surveys and campus staff demographics data provided a snapshot of the current staffing at each focus campus. The current staff demographic demonstrates veteran team leaders and have a high level of veteran teachers with 56.6% of teachers have over 11 years experience with 27.9% over 20 years. Based on survey results a majority of tenured teachers expressed the need for additional training through various professional development activities including job-embedded professional development and professional learning communities (PLC's) that allow for the use of more advanced technology immersion experiences, collaboration and data use that enhances cooperative learning and professional learning communities combined with culturally related topics that promoted cultural change at the campus in order to raise student expectations and increases teacher/student accountability.

Curriculum, Instruction, and Assessment: By varying pedagogical approaches, teachers will be expected to activate students' prior knowledge, build conceptual frameworks, and utilize thought-provoking questions to develop momentum and interest in the learning process. The quality of instruction was a primary indicator of positive student outcome, and persistence in the classroom is indicative of teachers believing in the possibilities and potential of each student. Through consultation with all stakeholders the five focus campuses understand the significant opportunity for growth by implementing a campus-wide response to intervention that is accompanied with positive behavioral modeling and supports structures. Based on administrative and teacher interviews regarding perceptions of at-risk students revealed a strong need for character education, non-academic supports, career academies, as well as academic interventions. Based on an analysis of curriculum there is a great need for more vigorous vertical and horizontal curriculum alignment. Teacher surveys indicate that daily team meetings and planning periods were very helpful in creating a sustainable whole school reform culture.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										450	386	285	265	1,386

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										32	28	19.2	17	96.2

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Schedule #13—Needs Assessment

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☒ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In a comprehensive effort to improve educator effectiveness in teaching, learning, leadership, and to support innovative practices, and establish rigorous academic standards for students, Dr. Leonides G. Cigarroa High School will implement Whole School-Reform by partnering with **MDRC – Small Schools of Choice Model Developer** and other partners including Regional Education Service Centers (ESC's), Southern Regional Education Board (SREB) and AVID Secondary. The **Small Schools of Choice Model** is aligned to state standards and district goals, instructional pedagogies and school improvement initiatives to build our organizational capacity creating greater opportunities for the following required and preferred practices along with technical assistance activities established by TEA, including assistance in implementing **Whole-School Reform** initiatives. Additionally, the small schools of choice study identified similar common design principals relevant to our community and student population. During the process of developing the CNA it was indicated by Dr. Leonides G. Cigarroa High School's Leadership Team that the common design principals of the small schools of choice model indicates a similar need for Academic Rigor in order to set a higher expectation for students and aligning the standards-based curriculum to graduation requirements. In addition, it was indicated that development of college-ready standards were also necessary common design elements that the School Leadership Team identified to increase student high-order skills and critical thinking techniques.

Other common design elements of the Small Schools of Choice apply directly to the CNA as identified by the School Leadership Team. For instance, Personalization was identified in the Small School of Choice study that provided opportunities to create common structures to reduce teacher load, provide common planning, provide stronger collaborative efforts through Professional Learning Communities (PLC's), and create sustained student/teacher relationships that foster student engagement and academic achievement. Furthermore, the School Leadership Team also identified common design principals in developing and building community partnerships. Dr. Leonides G. Cigarroa High School is a theme based campus offering an engineering magnet school that provides business and community partnerships with oil and gas, automobiles, agriculture, robotics, and alternative energy sources. These programs offer learning opportunities outside the classroom such as internships, apprenticeships, service learning, college choice, and job placement opportunities that are intended engage students in real world examples by infusing the classroom instruction with applicability of the programs. The campus business and community partnerships have built upon the

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. Leonides G. Cigarroa High School's Leadership Team has identified accelerated achievement and whole-school reform as key elements impacting and creating an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals. The key elements, activities and strategies that will be used to facilitate decision making are the Critical Success Factors that will allow for successful implementation of the whole-school reform, enhance instructional strategies, and improve educator effectiveness, increase student attendance, behavior, academic achievement, and graduation rates. This approach engages educators as part of the continued innovation and feedback to enhance the **Small Schools of Choice Model**.

Dr. Leonides G. Cigarroa High School's Leadership Team met with campus and district staff in coordination with the Career Technology Education Director, Bilingual Director/Strategist, Special Education Director/Supervisor, Secondary Education Director, Guidance and At-Risk Director, Response to Intervention and Section 504 Coordinator, Curriculum and Instruction Executive Director, Student Services Executive Director, Accounting Director, Chief Financial Officer, Superintendent of Schools, and the Board of Trustees.

In addition, a campus liaison and parent liaison participated and are part of the school leadership team to serve as a link between the school, district, and the whole-school reform initiative technical assistance service providers, partners, parents, and consultants. Community coordination included the Laredo Community College, Texas A&M International University, Non-profit organizations, City Council member, County Commissioner, and the Chamber of Commerce and were influential in providing further assistance in community outreach, resources and opportunities for parents and engaging student participation in career exploration and experience. Furthermore, such institutions will provide opportunities for campus teachers to expand their repertoire instructional strategy career connections. Finally, the coordination efforts developed and planned to implement recognition assemblies to highlight student academic achievement, career experiences, and college readiness, as well as teacher professional development, instructional leadership, and best practices.

The purpose is to implement the **Small Schools of Choice Model** through partnership with MDRC – Small Schools of Choice Model Developer and other partners including Regional Education Service Centers (ESC's), Southern Regional Education Board (SREB) and AVID Secondary, and community stakeholders. Our goal is to provide (1) Opportunities for students to engage in rigorous academic core blended concentrations or career/technical individual education plans (IEP's); (2) Provide teachers opportunities to serve as advisors for students and parents in order to establish supportive relationships between adults and students; (3) Provide teachers common planning time and professional development in order to facilitate support and focused school leadership activities aligned with the campus improvement plan; (4) Provide a challenging curriculum focused on preparing students to complete high school and continue their education in an institute of higher learning, the workforce, and/or military; and (5) Providing opportunities for students to complete post secondary credited courses or have all students meet post secondary standards to avoid remedial coursework upon leaving high school.

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Schedule #14—Management Plan

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Plan, implement, evaluate, and comply with the whole-school reform model in regards to all critical success factors necessary to carry out the programs intent and school improvement/reform initiatives.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong curriculum based background.
2.	School Leadership Team – Principal, Asst. Principals, Attendance, Counselors, Nurse, Master Teachers, Mentors, Parent Liaison, Academic and Non-Academic Teachers	Small Schools of Choice Model planning, implementation, evaluation, and compliance of the whole-school reform initiatives with regards to all critical success factors necessary to carry out the program intent. The team includes experienced school and district personnel along with MDRC, SREB, ESC staff assigned by the state as professional service providers (PSP).	Experience in planning, implementation, evaluation, and compliance of the whole-school reform initiatives with regards to all critical success factors necessary to carry out the programs intent. Experience, degrees, and certifications will vary among the team members.
3.	Executive Director for Curriculum and Instruction	Carryout instructional planning, Implementation and formative and summative program evaluation.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong curriculum based background.
4.	Executive Director for Human Resources	Carryout personnel planning, staffing formulas, induction and mentoring, evaluation, professional development, recruitment, retention, hiring, salary structures, and compensation programs.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years in Human Resource Management, Certified in Educational Administration or related field with a strong Human Resource background.
5.	Executive Director for Student Services	Carryout providing services to parents and students regarding attendance, discipline, educational, social, emotional, and health services necessary to carryout program intent.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing services to parents and students.
6.	Director for Secondary Education/CTE	Carryout providing program Management/Administration, Performance Evaluation and Reporting. Correspond via e-mails, phone, memos and conduct meetings as needed to ensure program compliance.	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing program Management/Administration, Performance Evaluation and Reporting.
7.	Deans/Instructional Specialists	Carryout program intent, overall program evaluation, gather campus data from teachers, students and parents, correspond via e-mails, phone, memos and conduct meetings as needed to ensure program compliance and curriculum alignment.	Requires 10+ years experience with some administrative experience, Certified in education, some educational administration with a strong background in benchmark testing, and assessment result evaluation.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Educational Service Centers (ESC's)	<p>Provide high quality professional development in core academic areas (Reading, Writing, Mathematics, Science, and Social Studies) that increase student academic achievement, teacher quality, and research-based pedagogies.</p> <p>Mathematics; S.T.A.A.R. Assessments/To improve teacher quality</p> <p>Science; S.T.A.A.R. Assessments /To improve teacher quality</p> <p>Writing; S.T.A.A.R. Assessments/to improve teacher quality</p> <p>Reading ELA; S.T.A.A.R. /To improve teacher quality</p> <p>Social Studies; S.T.A.A.R. Assessments /To improve teacher quality</p>	All personnel engaged in professional development are required to have a Master Degree and be certified in core academic areas with a minimum of 5 years in classroom experience, and be certified to teach in the core academic area they will be providing professional development in.
2.	Educational Service Centers (ESC's)	Provide high quality professional development in Bilingual ESL, Special Education, and Leadership Effectiveness, that increase student academic achievement, teacher quality, parental involvement, and research-based pedagogies.	All personnel engaged in professional development are required to be certified with a specific area of expertise and have a Master Degree with a minimum of 5 years in classroom or administrative experience, and/or be professionally certified in the specific area they will be providing professional development in.
3.	MDRC, Southern Regional Education Board, and AVID	Small Schools of Choice Model in achieving the goals of whole-school reform and offers a menu of support offerings that are aligned to the critical success factors, school reform, and school improvement initiatives.	All personnel engaged in implementation of the Small Schools of Choice Model.
4.	ESC Region I - TEEM services	Research-Based instructional strategies and best practices	All personnel engaged in professional development are required to be certified with a specific area of expertise and have a Master Degree with a minimum of 5 years in classroom or administrative experience, and/or be professionally certified in the specific area they will be providing professional development in.
5.	Writing, Math, Reading, and Science Consultants	Provide targeted one-on-one and group RtI strategies in core academics.	All personnel engaged in student development are required to have a Master Degree and be certified in core areas with a minimum of 5 years in classroom experience, and be certified to teach in core areas.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. Leonides G. Cigarroa High School and LISD have a long and successful history of aligning all resources federal, state, local, and community, to its efforts of support for campuses in improving instruction and achieving educational excellence. This has been accomplished through: **A)** Recognizing gaps and needed areas of support; **B)** Creating a taskforce to make recommendations for actions and funding options; and **C)** Pooling resources to make sure the school leadership team recommendations and whole-school reform initiatives are addressed and become operational. Dr. Leonides G. Cigarroa High School and LISD have a strong commitment to support campus activities by aligning its current and future resources to include to the Small Schools of Choice Model in implementing whole-school reform strategies and initiatives including: **(1)** Utilization of Title I and Title II funding to supplement whole-school reform activities for supplies, professional development, tutorials, extended day, Saturday, and summer programs, contracted education services, extra-duty, stipends, and other allowable expenditures related to the **Small Schools of Choice Model**; **(2)** Working with district departments in leveraging efforts and resources in order to make full use of their expertise, including the Human Resources department, Migrant services (Title I, Part C), Parent Involvement, Rtl, Bilingual Ed., Special Ed., Career Technology Education, Instructional Technology, Technology, District Guidance and Counseling, Student Services, Curriculum and Instruction; **(3)** Using the district Curriculum Specialists/Academic Deans in consultation with the campus School Leadership Team to improve curriculum alignment; **(4)** Working with the Parental Liaisons, at-risk counselors (Funded under state comp.), PEIMS supervisor (Local Funds), attendance clerks (campus Title I), and guidance and counseling to transform initiatives and goals to meet student need; **(5)** Aligning Special Education initiatives, including training, supervisors, observations, presentations, and campus coordination of days and activities to align with the **Small Schools of Choice Model**; **(6)** Include Bilingual/ESL department (Title III, Part A LEP) leadership and staff resources, such as software, computers, libraries, audio visual, libraries, and other materials to support the whole-school reform strategies; **(7)** Apply and use existing campus resources, such as instructional hardware and software, to support the **Small Schools of Choice Model**; **(8)** Improve the existing campus planning times for content area teams that establish curriculum alignment and data-driven decisions to be more effective and widespread; **(9)** Expand community outreach and enhance current relationships with local community partners, such as businesses and the Juvenile Justice Department, to increase access to services for students; and **(10)** Enhance relationships with regional ESC's, local colleges and universities, such as MDRC, Southern Regional Education Board, AVID, Texas A&M International University, Laredo Community College to increase personal learning communities, college, service learning, and career readiness initiatives, and other joint initiatives and planning.

LISD does have experience in regards to Texas Title I Priority Schools Cycle II funding due to other past State funding initiatives regarding the implementation of the transformation model and was awarded a total of \$16 million for four of our campuses that provided a significant school reform initiatives at those campuses in addition to performance pay. Recently, LISD was awarded the Educator Excellence Innovation Plan Grant that provides performance based pay for five of our elementary schools that are engaged in school reform initiatives as well. In 2005-2006 Laredo ISD was awarded the Governors Educator Excellence Grant (**GEEG**) for 6 campuses. In 2006 – 2009 Laredo ISD was awarded the Texas Educator Excellence Grant (**TEEG**) for four campuses in 2005-2006, eleven campuses in 2007-2008, and 11 campuses in 2008-2009. In addition, LISD was awarded the District Award for Teacher Excellence (**D.A.T.E.**) for the 2008 – 2011 school years for all campuses. These programs required educator feedback and input into the evaluation systems. For this reason we are able to present a formal proposed evaluation design and implementation packet that reflects educator involvement and a design that is equitable to the required and preferred practices. LISD provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. Leonides G. Cigarroa High School and LISD have the capacity to sustain the whole-school reform efforts after the funding period ends. In order to do so, the district will align campus funding and initiatives to support the whole-school reform initiatives. The program funds will supplement and not supplant state mandates, SBOE rules or activities previously conducted with state and local funds. State Compensatory, Title I, and Local Funds will be used in conjunction with this program to maximize the use of funds through fund coordination and resources in order to ensure cost effectiveness and sustainability. The district and school leadership team administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate services to support and sustain the **Small Schools of Choice Model**. Funds will be used to increase the level of services provided, enhance teacher content knowledge, instructional content, and instructional delivery methods. The funds will be expended on whole-school reform strategies to support the improvement of teacher classroom preparedness, instructional delivery and content competency, improve high school graduation rates, improve at-risk student academic achievement on State assessments, improve student attendance rates, and student postsecondary readiness as per the Texas High School Completion and Success Initiative. The program also addresses the provisions in the district's P-16 strategic plan.

Even though LISD as a district, like those across Texas, uses a range of funding sources to support its initiatives, most of the District's categorical funds are distributed to the campuses that generate the funds on a per pupil allocation. Dr. Leonides G. Cigarroa High School have local, state, and federal funding source control and appropriate the funds to their individual campus needs as they are prioritized in their annual CNA process which in turn provides operational flexibility. Dr. Leonides G. Cigarroa High School will have the funds and/or the district will appropriate the funds necessary to carry out the planned activities, and at the end of the funding period, initiatives, activities, and strategies that have shown success in increasing on-grade-level assessment results, increased graduation rates, and decreasing drop-out rates will continue to be funded. Many of our district and campus initiatives already exist that provide funds for additional course offerings, lower class sizes, and significantly impact many of the CSF's fundamentally imbedded in this initiative. These efforts will continue beyond the funding period because Dr. Leonides G. Cigarroa High School based its initiatives and decisions on research-based scientifically relevant data included in the Small Schools of Choice Model design. For Example: **1) Curriculum alignment**, both vertical and horizontal, is systemized throughout the district. Dr. Leonides G. Cigarroa High School currently uses an on-going monitoring instrument when visiting classrooms, collaborate efforts with teachers and staff help improve whole-school reform initiatives. **2) Rigorous professional development** contributes significantly to increasing teacher quality. **3) Instructional Leadership Teams** continually remain involved in on-going job embedded professional development activities and increased learning of resources/data utilization strategies. **4) Dr. Leonides G. Cigarroa High School** uses quality data that drives instruction as evidenced by its use of benchmark testing. **5) Dr. Leonides G. Cigarroa High School** has opportunities for increased learning time with the use of after school tutorials, Saturday academies, summer academies, enrichment activities and other instructional calendar modifications. **6) Improving school climate** and increasing parent/community involvement are annual goals in each CNA and Campus Improvement Plans.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The performance measures as identified by the school leadership team that will result in substantial improvements in student academic achievement and enable Dr. Leonides G. Cigarroa High School to improve its state accountability rating required that include the application of several critical success factor milestones including: Instructional Quality, Character Education, Accountability Measures, Research Based Evidence, Excellence in Instructional Delivery that is aligned to the Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation Support System (P-TESS) criteria and domains that inform and drive the yearly district evaluation. **Small Schools of Choice Model** research indicates that providing a choice for all approach provided students and parents with a supply of high school options. Keeping with the Small Schools of Choice design student demand for high school programs will be based on informing them of all options available. For Instance, the current options that will be provided to all students via a high school application processing system are **1) Entrance into the Early College High School, 2) Vidal M. Trevino School of Communications and Fine Arts, 3) the Dr. Dennis D. Cantu Health Science magnet, and 4) the Sabas Perez School of Engineering and Science Technologies.** The Early College Campus is the only one whereby the student must be enrolled at the campus. The other magnets provide the students the choice to enroll and attend the other high schools or stay enrolled at the parent high school **Dr. Leonides G. Cigarroa** and attend a morning or afternoon session at the magnet school of choice. The application process is standardized, but not yet centralized and each campus has independent arbiters for their admissions applications. Although, students are given a choice as to whether or not they or their parents want to apply and attend any one of these programs or campuses.

Dr. Leonides G. Cigarroa High School has a strong commitment and focus on academic excellence that allows for our under-served and economically disadvantaged community to embrace challenges as opportunities to achieve and maintain high academic standards through best practices and embedding technological innovations in the classroom that inspire a rich and productive learning environment regardless of the socio-economic backgrounds of our student population. The seven critical success factor milestones are as follows: **1) School Climate:** The school leadership team has placed emphasis on reducing discipline referrals, decreasing truancy, increasing student attendance, and increasing on-time graduation rates; Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation Support System (P-TESS) will be based on **2) Instructional Quality:** multiple, on-going observations focused on best practices and differentiation; **3) Character Education:** contributions to the school climate and environment with enhanced community and parental outreach; **4) Accountability Measures:** a value-added measure of student performance based on state assessments, as well as state and campus-developed formative benchmarks and end of course assessments; **5) Research Based Evidence:** A portfolio consisting of lesson plans, data analysis, logs indicating professional development activities, and collaboration and participation in Professional Learning Communities (PLC's) applying best practices; and **6) Excellence in Instructional Delivery:** Applying teacher self-inventories and development strategies for plans of action that are aligned with research based best practices will enhance instructional quality. The results will include an annual rating of ineffective, somewhat effective, or effective. **7) Leadership Effectiveness:** Evaluation on the amount of job-embedded professional development activities taken place, resource and data utilization for prescriptive RtI, and Operational flexibility.

After reviewing and consulting with teachers and administrators, and multiple measures of teacher quality the CNA indicated that the Professional Development Appraisal System is not an efficient measure of teacher quality. The school leadership team met with teachers, researched, and corresponded with the Executive Director of Curriculum and Instruction in opting to apply the State Pilot Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation Support System (P-TESS). Additionally, the following identified structural changes will substantially improve student academic achievement:

1) Implement structures and processes to solicit feedback and monitor the program progress on an on-going basis.

These efforts will continue beyond the program funding period because Cigarroa High School school leadership team based its initiatives and decisions on the Small Schools of Choice Model data. The whole-school reform initiatives include activities for continuous improvement to ensure each CSF milestones are met and are part of the evaluation process. The milestones for each CSF are tied to a continuous feedback and Small Schools of Choice Model that include, but are not limited to, **a) Ensuring the product/service is research-based; b) Ensuring the reforms are vertically and horizontally aligned to grade level and federal/state/local laws, policies, and standards; c) On-going job embedded professional development and PLC's; d) Provides formative, interim, and progress monitoring assessment components**

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Dr. Leonides G. Cigarroa High School's Leadership Team will implement the Small Schools of Choice Model that aligns to our district and campus needs, goals, and objectives. The Small Schools of Choice Model provides the district and campus the flexibility to implement the whole-school reform initiatives, program activities, and interventions that are based on the CNA as it pertains to school improvement strategies and the critical success factors (CSF's). The Small Schools of Choice Model was decided upon after the school leadership team evaluation of the **MDRC – Small Schools of Choice Model Developer** research findings, initial collaborative meeting and based on the campus CNA findings.

Dr. Leonides G. Cigarroa High School's Leadership Team along with all stakeholders that include board of trustees, superintendent, central office personnel, campus personnel, parents and community members will have access to the data via on-line documents at all times during the transformation process to assess and ensure the effectiveness of interventions, and strategies that impact the whole-school reform initiatives.

Data disaggregation will also take place by allowing students to be involved in examining their own data, teachers, instructional teams, departments, and the school leadership team. This process will be facilitated by trainings for teachers, the integrated data system, student access to data, implementation of formative, interim, and summative assessments across the campus (Including benchmarks). Teachers will receive support from the school leadership team in disaggregation of data that will be broken down by objective, student, and demographics. The information will be submitted to the proper individuals so that the school leadership team has access to the data to guide the Small Schools of Choice implementation.

Eventually the recommendations for modifying or improving the model as a result of on-going evaluation of activities implemented will be determined by meeting or not meeting the program goals and performance objectives. The district and campus snapshots will also be integral to the qualitative and quantitative data collection, the disaggregation of the data to improve instruction, teacher effectiveness and to obtain continuous improvement results. The data will be applied to improve instruction and teacher effectiveness as teachers meet daily in content area instructional teams to analyze the data.

The content area instructional teams will review trends, use the data to inform the action research of the professional learning communities, track data, and use the data to make changes in curriculum, instructional techniques, and other pedagogical practices. The data will be communicated across the campus so that individuals at all levels will be able to obtain continuous improvement results. The students can improve their performance based on tracking their own progress through formative, interim, and summative assessments. For teachers the improvements will come as they utilize the results of data to modify classroom decisions. For the departments, curriculum improvements and unit alignment can be improved through data disaggregation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As with all purchasing processes, external product/service providers will be processed as per procurement procedures and in compliance school board policy to ensure funds will be expended in compliance with all local, state, and federal guidelines. Memorandums of understanding (MOU's) will be reviewed by legal counsel and recommended for approval of the Board of Trustees.

External providers will be evaluated against criteria of research-based, highly successful services to the high need schools and district. Administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate support and sustain the structured whole-school reform strategies. **Dr. Leonides G. Cigarroa High School** will provide appropriate access by the Texas Education Agency to relevant data, Host site visits to enable the Texas Education Agency or its agents to observe activities related to the transformation process, and facilitate the collection of information from counselors, teachers, principals, and other stakeholders through interviews, focus groups, and surveys.

The districts purchasing department's review process is rigorous and the committees that review RFA/RFQ's select the highest quality professional contracted services that best fit the program requirements. Once an RFA/RFQ is announced through multiple sources and those have met the deadline for submission they will be identified and sent to a selection/recommendation committee made up of various representatives from various departments and campuses throughout the district for review of external provider qualifications, expertise, program/product offerings, history of past successes engaging in similar projects, conduct a risk assessment of each provider, and make a recommendation based on the entire committees rank order.

New or proposed vendors will be screened based on the following criteria as appropriate to the service/product: 1) Ensuring the product/service is research-based; 2) Ensure that the product/service is vertically and horizontally aligned to federal/state/local laws, policies, and standards; 3) Included in the product/service on-going job embedded professional development; 4) Ensure product/service is aligned to district initiatives, professional development, and other district initiatives; 5) Provides formative, interim, and progress monitoring assessment components contained within product/service, as relevant; 6) Provides intensive technical assistance and related customer support that is built-in components of product/service; 7) Provides unique and specific needs to specific subpopulations that address levels that are highly visible and effective; and 8) Have provision for appropriate social-emotional and community oriented services and supports for students and their families.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure adequate **Small Schools of Choice** oversight, MDRC, SREB, ESC's, and AVID will be required to submit agendas, sign-in sheets, and materials showing that services have in-fact been provided. Additionally, **MDRC – Small Schools of Choice Model partner**, SREB, ESC's, AVID and other partners will be required to evaluate the overall progress of the Small Schools of Choice in a compiled report to be provided to the school leadership team, district administration, superintendent, the Board of Trustees, parents, and community members.

In addition, to the annual progress report the Small Schools of Choice partners will be required to compile data sets in order to evaluate the effectiveness rating the whole-school reform using a evaluation rubric that demonstrates model efficacy. Corrective actions will take place if professional contracted service providers fail to comply with the requirements and support will be provide specifically with data collections, and or scheduling conflicts.

Depending on the product or sevice each professional contracted service will be required to submit timely reports for observation and data collections, or will be evalauated based on service or product implemented. For example, the MDRC – Small Schools of Choice Model Partner, SREB, ESC's, AVID and other partners were selected to implement the Small Schools of Choice Model that enhances school Culture/Improvements to School Climate/Team Work. This contract requires a certain number of days of on-site support, technical assistance, Literacy workshop, Leadership Module, and a certain number of days committed to job-embedded professional development.

As for actions taken to remove or replace a low-performing provider procurement procedures will determine the outcomes, sequence, and criteria of external providers in compliance with school board policy to ensure funds will be expended and services/products are provided in compliance with all local, state, and federal guidelines.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	A comprehensive meeting with School Leadership, teachers, staff, partners, parents, and community members to explain the purpose of the Small Schools of Choice Model, documenting the participating campus support for the whole-school reform initiatives, and, establishment of planned operational flexibility and sustained support
2.	Meeting with School Leadership, teachers, and staff to initiate the Small Schools of Choice Model.
3.	Begin Implementation of the Small Schools of Choice Model and Meet with School Leadership Team to work on whole-school reform implementation based on CNA, selected evaluation method, and Finalize value-added evaluation measures.
4.	Begin use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments, and STARR data) to inform and differentiate instructional strategies to meet the academic needs of individual students and development of action plans for Small Schools of Choice.
5.	Begin establishing and/or creating community-oriented and ongoing activities for family and community engagement
6.	Review of the identified the Critical Success Factor (s) including all campus activities, and supporting research that indicates the activities will be effective.
7.	Begin Academic Performance reviews, including (but not limited to) Reading/ELA and Math benchmarks.
8.	Begin enhanced data-driven instruction based on district approved instructional model.
9.	Continue with curriculum alignment (both horizontal and vertical) and instructional strategies for increased learning times.
10.	On-going monitoring of instruction, lesson plans, technology integration, and academic enrichment.
11.	Increase use of quality data to drive instruction using local assessment data and State assessment results.
12.	Provide professional development workshop on data disaggregation and training using data-driven decision models.
13.	Continued on-going communication with all partners and stakeholders in the development of the Small Schools of Choice Model design.
14.	Increase leadership effectiveness through on-going job embedded professional development and professional learning communities (PLC's).
15.	Ensure operational flexibility plan is being implemented and utilized as identified in the campus comprehensive needs assessment (CNA).
16.	Increase parent/community involvement for input, effective communication, activities, non-academic students supports, and accessible community services.
17.	Improve school climate through increased student attendance, decreased discipline referrals, and increased student involvement in extra/co-curricular activities.
18.	Plan and Implement extended learning - after school programs, Saturdays, Summer Enrichment, and Incoming 6 th grade academies.
19.	Plan and Implement full year school program for low performing students and provide mandatory professional development for teachers with low effectiveness ratings.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Dr. Leonides G. Cigarroa High School** and district central office administration will identify how utilized integrated and coordinated efforts and services that have been on-going and related to the Small Schools of Choice Model implementation in order to maximize model effectiveness. For instance, the coordination of federal, state, and private funds will be ensured during the implementation process to supplement on-going initiatives that compliment the Small Schools of Choice Model initiatives related to whole-school reform efforts.

The planning and implementation stages included a collaborative effort from all stakeholders at **Dr. Leonides G. Cigarroa High School** and community to support the involvement and preparation of the Small Schools of Choice Model planning and implementation. The coordination of stakeholders met in various committees to address the curriculum implementation, professional development, fiscal management, data evaluation, post-secondary awareness and readiness, and parental involvement.

In order to ensure coordination and as integration of that compliment and supplement not supplant current services and increase the level of services, activities, incentives, rewards, instructional pedagogies, and professional development opportunities provided. These funds will be used to enhance teacher content knowledge, instructional content and instructional delivery methods along with district and campus based initiatives to have a much larger impact on the whole-school reform initiatives. These funds will be expended on Small Schools of Choice Model strategies in a coordinated effort to maximize the Small Schools of Choice Model effectiveness and to support the continued improvement of teacher classroom preparedness, instructional delivery and content competency, improve high school graduation rates, improve at-risk student academic achievement on State assessments, improve student attendance rates, decrease truancy and disciplinary referrals, student postsecondary readiness as per the Texas High School Completion and Success Initiative, and increase parental and community involvement. The program also addresses the provisions in the district's P-16 strategic plan.

Many of our district and campus initiatives already exist that provide funds for additional course offerings, lower class sizes, and significantly impact many of the CSF's fundamentally imbedded in this whole-school reform initiative. These efforts will continue beyond the funding period because LISD bases its initiatives and decisions on research-based scientifically relevant data. For Example: **1) Curriculum alignment**, both vertical and horizontal, is systemized throughout the district. **Dr. Leonides G. Cigarroa High School** currently uses an on-going monitoring instrument when visiting a classroom, collaborate with teachers, and staff to improve whole-school reform initiatives. **2) Rigorous professional development** contributes significantly increasing teacher quality and applying the Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation Support System (P-TESS). **3) Instructional Leadership Teams** continually remain involved in on-going job embedded professional development activities and increased learning of resources/data utilization strategies. **4) LISD uses quality data that drives instruction** as evidenced by its use of benchmark testing. **5) All campuses have opportunities for increased learning time** with the use of after school tutorials, Saturday academies, and other instructional calendar modifications. **6) Improving school climate and increasing parent/community involvement** are annual goals in each CNA and Campus Improvement Plans.

Dr. Leonides G. Cigarroa High School additionally has developed a coordinated and integrated effort to focus on the following whole-school reform initiatives and applied requested funding toward these initiatives:

Induction and Mentoring – In preparing new educators to be successful in their professional field the whole-school reform is designed in line with the funding availability to provide comprehensive orientation, training, mentorship, and professional collaboration opportunities that include assigned human resource specialists designated to be the liaison for the designated campus educator preparation for their assigned placement and to guide them in their career aspirations providing information and guidance at the district level. New teachers will be assigned a mentor/coach at the campus along with having contracted services for teacher development and that work with teachers on a one-to-one basis and the regional ESC specialists available for on-site collaborative opportunities and training.

Professional Development and Collaboration – Every professional development opportunity in the Small Schools of Choice Model is aligned to the Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation Support System (P-TESS) and Critical Success Factors (CSF's) that include the observation and evaluation results providing an effective feedback model for teachers that improve their instructional planning, delivery, pedagogies, and provides opportunity for engagement in professional learning communities (PLC's) with peers in order to improve educator effectiveness and practices. In addition, mentors/coaches, ESC specialists provide opportunities during the

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	N/A
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	N/A
Describe how the evaluation system was developed with teacher and principal involvement:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	N/A
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	N/A
Describe the criteria established for educator removal:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cigarroa High School's Leadership Team understands that closing the achievement gap is about closing the design gap. Research shows that schools receiving direct support with evidenced-based scientific research models demonstrate efficacy. Therefore, in a comprehensive effort to improve and achieve foundational elements of school reform relating to higher educator effectiveness and expectations in teaching, learning, leadership, support of innovative practices, and establishing rigorous academic and behavioral standards for students the school leadership team has decided to partner with MDRC – Small Schools of Choice Model Developer and other partners including Regional Education Service Centers (ESC's), Southern Regional Education Board (SREB) and AVID Secondary.

In doing so, Cigarroa High School will receive professional development support focused on practices that have proven effective in increasing student engagement and academic achievement. Cigarroa High School's Leadership Team is committed to change staffing in order to make the needed changes necessary for improved academic achievement of all groups of students and improve other non-academic system supports as well.

As part of the whole-school reform initiatives there are comprehensive provisions focused on appropriate non-academic supports for students including mental health first aid, socio-emotional and community oriented outreach services that support students and their families. In fact, all our community stakeholders collaborate to provide many non-academic supports that include substance abuse assistance programs, job placement, health and human services, judicial adjudication programs, service learning programs, intern and externships, as well as wellness activities, and extra-curricular activities.

The School's Leadership Team has identified the urgent need for systemic change that will build organizational capacity and create greater operational flexibility and opportunities for sustained reform. In addition, the Leadership Team has identified accelerated achievement and whole-school reform as key elements to impacting and creating an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals. As such, non-academic supports are an integral part of the Small Schools of Choice Model.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:</p>	N/A
<p>Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:</p>	N/A
<p>Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:</p>	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p> <p>Indicate if the campus will partner with community-based provider to deliver the preschool.</p>	N/A
<p>Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p>	N/A
<p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p>	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240901		Amendment # (for amendments only):	
Statutory Requirement 16: Whole-School Reform Model Developer Applicants proposing the WHOLE-SCHOOL REFORM model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Name the model developer with whom you will partner to implement the whole-school reform:		MDRC - Small Schools of Choice will be the model developer that Dr. Leonides G. Cigarroa High School will partner with in implementing whole-school reform.	
Describe the record of success the model developer has shown in implementing whole-school reform strategies:		Model Developer: MDRC – Small Schools of Choice finds comprehensive solutions to difficult problems facing school districts around the country — their focus ranges from reducing poverty and economic self-sufficiency to improving school reform efforts. MDRC designs holistic interventions, analyzes programs as they currently exist applying scientifically based research, and provide technical assistance that builds organizational capacity and education of scale. MDRC's main goal is to impact the lives of economically disadvantaged youth, and their families. The findings are presented in the publication, <i>Transforming the High School Experience — How New York City's New Small Schools Are Boosting Student Achievement and Graduation Rates</i> , available at www.mdrc.org	
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:		The findings are presented in the publication, <i>Transforming the High School Experience — How New York City's New Small Schools Are Boosting Student Achievement and Graduation Rates</i> , available at www.mdrc.org Among the findings: This research examined 123 small high schools grades 9 through 12 that were considered academically nonselective located in historically disadvantaged areas similar to Laredo. These high schools were accessible to students at all levels of academic achievement. Prior to the commencement of this study many of the students a little option but to enroll in these low-performing schools with graduation rates below 50%. The idea of Small Schools of Choice was introduced and was intended to be comparable alternatives to the high schools in that area of New York that were going to be closed. The results of having an inclusive idea of total stakeholder input into school reform provided strong and sustained relationships and community involvement. The school district used a lottery process to assign students randomly to each high school. This six year study provide research based evidence that large public school systems can create Small Schools of Choice and significantly increase academic achievement and graduation rates for disadvantaged students. By the end of the studies fifth year student on track to graduate increased by 10% compared to other schools and were sustained. By the end of the studies fourth year high school graduation rates increased by 6.8% and closed achievement gaps between white and African American students. These findings demonstrate that applying this whole school reform model can in a relatively short time frame can in fact replace underperforming high schools in historically economically disadvantaged areas and, in turn increase significantly the students' academic achievement. In addition, this study shows evidence that regardless of student population size, how ethnically diverse or economically diverse the student population is even when a student enters ninth grade far below grade level or minority male students that have historically struggled for academic achievement can improve their academic, college, and career opportunities using this whole school reform model. For this Small Schools of Choice empirical study a two-tailed t-test was applied to the estimated difference. Statistical significance levels were indicated as: ** = 1 percent; * =	

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Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention**Period for Implementation**

1.	Lesson Plans are aligned horizontally and vertically to curriculum to improve student academic achievement.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Engage in Small Schools of Choice, Remediation, reinforcement, acceleration, intensive tutoring, and enrichment activities.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Increase access to magnet school program choice, computer programs for academic acceleration.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Provide student support and instruction in college/career readiness activities and character development, and non-academic supports.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Provide students vocabulary development in reading and math, study skills, and college preparation.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Work collaboratively with school leadership team, staff, partners, parents, and community members to enhance curriculum based on Professional Development and Professional Learning Communities (PLC's) measured by classroom observations.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Provide Data-Driven Instruction, Curriculum Alignment (both horizontal and vertical), and continuous Monitoring of Instruction Pedagogies.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Teacher Quality

Planned Intervention**Period for Implementation**

1.	Teachers have maintained a 98% attendance rate from August until June.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Participate in extended day trainings, collaborative learning/planning focused on at-risk students such as RtI strategies, SIOP, college and career readiness.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Participate in extended day trainings and Professional Learning Communities to enhance instructional pedagogies in core content areas.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Participate in trainings on the use of PD360, Sp. Ed., student motivation, student centered learning, student centered instructional strategies and writing Initiatives.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Participate in and increase the number of targeted interventions to students identified as unlikely to meet academic standards on future assessments.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Participate in periodic reviews to ensure program compliance with whole-school reform and improvement strategies.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Participate in a minimum 12hrs of professional development in content specific area.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention**Period for Implementation**

1.	Collaborate with School Leadership Team members and Partners to support the academic calendar, assessments, and benchmarks.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Collaborate with School Leadership Team and stakeholders to support afterschool tutorials, extended day instruction, Enrichment programs, and non-academic student supports.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Collaborate with School Leadership Team and stakeholders to support the Small Schools of Choice Model implementation, academic calendar, lesson planning and professional development.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Collaborate with School Leadership Team to implement the Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation Support System (P-TESS) and Critical Success Factors (CSF's).	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Participate in periodic reviews to ensure program compliance with whole-school reform and improvement strategies.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	LEAD Teacher Academy - Provide 0-3 year educators with intensive mentoring for purposes of retaining quality teachers and developing pool of Master Teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Participate in the monitoring and provide assistance in development of student individual graduation plans, increasing student attendance, decreasing student behavioral referrals, increasing on-time graduation rates, and increasing student/teacher engagement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention		Period for Implementation	
1.	Use of accountability measures to instill accountability in students through active participation and communication of GPA and State Assessment, benchmark results, and graduation requirements.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Use of data for monitoring at-risk students and subgroups to support student academic achievement and provide non-academic student support services.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Use of DMAC, TAPR, PEIMS, and Parent Portal to provide tracking, early warning, and unified data analysis.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Establish record keeping system to analyze data to track student and campus academic indicators.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Use collaborative planning time, to analyze and use formative, benchmark, and summative assessment data to improve teaching effectiveness.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Participate in and increase the number of targeted interventions to students identified as unlikely to meet academic standards on future assessments.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Enhance student instruction and engagement using and integrating technology in the classroom instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Learning Time

Planned Intervention

Period for Implementation

1.	Participate in Afterschool and Saturday tutorials, extended day instruction, enrichment activities, service learning opportunities, and career academies that provides differentiated instruction and personal learning environments.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Participate in additional collaborative planning to provide time for increased cohesiveness in teaching pedagogies. PLC's, intervention and relationship building.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Engage in other activities regarding extended day and additional planning for instructional and enrichment activities.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Other activities including educational enrichment activities, service learning, internships, externships, and small schools to choice opportunities designed to engage students in core area interests.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Participate in and increase the number of targeted interventions to students identified as unlikely to meet academic standards on future assessments and provide individual education plans developed with student and parental engagement and feedback.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Enhance student instruction and engagement using and integrating technology in the classroom instruction and provide opportunities for extended learning time by engaging parents in the use of technology.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.	Engage in implementation of a positive behavioral intervention system, including emphasis on decreasing bullying, truancy, tardiness, and absences that directly correlate to increased instructional time.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Engage parents/community in instructional planning, enrichment activities, and provide engagement opportunities for parental/community involvement. Participate in administering parent/community surveys to gauge interest and need.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Engage in annual Fall parent conference, workshops, health and wellness fairs, and classes for parents and students, job fairs, college career readiness activities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Engage in campus based parent conferences, workshops, health fairs, and classes for parents and students, job fairs and college career readiness activities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Engage in monitoring at-risk students by communicating with students and parents to identify any non-academic supports needed to increase student academic achievement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Engage in monitoring at-risk students' attendance by collaborating with school leadership team, parents, attendance staff and truancy officers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Engage in hosting or participating in community sponsored events for parents and students, job fairs, internships, service learning, extrenships, and college career readiness activities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Participate in Afterschool and Saturday parent tutorials, extended day language instruction that provides parent centered instruction and personal learning environments for parents.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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County-district number or vendor ID: 240901

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

- | | | |
|----|---|--|
| 1. | Engage in reinforcing effectiveness of Small Schools of Choice offerings, disciplinary procedures, student code of conduct, dress code, and non-academic supports. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 2. | Participate in trainings on positive behavioral behavior intervention, Youth and Adult Mental Health First Aid Training, and non-academic student support systems. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 3. | Engage in implementation of a positive behavioral intervention system, including emphasis on decreasing bullying, truancy, tardiness, and absences that directly correlate to increased instructional time. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 4. | Enhance classroom and school climate by increasing opportunities for student choice, non-academic student supports, visibility of word walls and positive reinforcement messages. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 5. | Use collaborative planning time, to analyze and use formative, benchmark, and summative assessment data to improve teaching effectiveness and student engagement. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 6. | Engage in implementation of a positive rewards system, including emphasis on increasing student assessment scores, increasing school leadership and teacher effectiveness, decreasing teacher absences that directly correlate to increased instructional time, improved school climate, increased instructional leadership, and increased teacher quality. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 7. | Participate in periodic reviews to ensure Small Schools of Choice Model compliance with whole-school reform and improvement strategies. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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